

DOCUMENT RESUME

ED 121 576

SE 020 327

AUTHOR Devens, W. George
TITLE Who Are We, How Did We Get Here, and Where Are We Going?
PUB DATE Jun 75
NOTE 6p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, June 16-19, 1975)
EDRS PRICE MF-\$0.83 HC-\$1.67 Plus Postage
DESCRIPTORS *Architects; Architecture; *Design; *Engineering Drawing; *Engineering Education; *Engineering Graphics; Engineers; History
IDENTIFIERS *American Society for Engineering Education; ASEE

ABSTRACT

This paper presents a chronicle of the Division of Engineering Design Graphics of the American Society for Engineering Education from 1920 through 1976. (CP)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

Event Number - 2250

AMERICAN SOCIETY FOR ENGINEERING EDUCATION

ANNUAL CONFERENCE, JUNE 16-19, 1975

COLORADO STATE UNIVERSITY

FT. COLLINS, CO 80521

TITLE OF PAPER - WHO ARE WE, HOW DID WE GET HERE, AND WHERE ARE WE GOING?

NAME OF AUTHOR - W. GEORGE DEVENS

TITLE & ADDRESS OF AUTHOR - DIRECTOR, DIVISION OF ENGINEERING FUNDAMENTALS

VIRGINIA POLYTECHNIC INSTITUTE & STATE UNIV.

BLACKSBURG, VIRGINIA 24061

ED121576

SE 020 327

WHO ARE WE, HOW DID WE GET HERE, AND WHERE ARE WE GOING?

Some members of the Engineering Design Graphics Division, ASEE, are fond of reminding members of other divisions that our organization is the oldest division of ASEE. There may be some truth to such a reminder if we disregard the fact that the first division, The Division of Deans and Administrative Officers, was formed in 1923.

The forerunner of our Division is first mentioned in the 1920 proceedings of ASEE as Committee Number 19, The Committee on Drawing, consisting of R. S. Kirby (Chairman), T. E. French, W. N. Barnard, and E. C. Chelman. This same committee, in 1923, suggested changing the name to the "Committee on Drawing and Design" and further suggested a Conference on Drawing be held at some suitable location. Such a conference of the "Drawing Group" was indeed held at the University of Maine, Orono, in 1927. A year later, at a meeting in Chapel Hill, North Carolina, a name change was discussed and Drawing Group dues were raised from four dollars to five dollars per annum. The first formal declaration of a Division designation appears in the 1929 proceedings, ASEE, with the formation of the "Division of Engineering Drawing", Thomas E. French, Ohio State University, Chairman.

Engineering Drawing was a feature of each issue of the ASEE Journal from 1931 to 1956. This was the "T-Square Page", initially edited by Higbee of the University of Iowa. In 1956, this page was renamed "Graphic Science".

Between 1958 and 1961, actual date unknown, the name of the division was changed to the Division of Engineering Graphics. At the 1969 meeting of the Division at Pennsylvania State University, by a 287-138 vote, the name was changed to "Division of Engineering Graphics and Design" from which has evolved the current "Division of Engineering Design Graphics" designation.

A look at the voting on the most recent name change clearly indicates that the addition of the word "design" to our name was fraught with mixed emotions. A sizeable block of members favored retention of the old name. A larger group believed that the time had come to change the title to somehow reflect the expanded teaching interests of the membership. A few members didn't care for either designation.

The recent survey by R. Wallace Reynolds indicates that a significant percentage of our membership is engaged in activity other than, or in addition to, the instruction of Engineering Graphics. These include student recruiting, student advising, and the teaching of a number of different introductory engineering courses such as Computer Programming. More and more, we seem to be involved in the larger spectrum of introductory engineering education with all its aspects, not just engineering drawing.

Robert J. Foster's study of engineering freshman attitudes, satisfactions, and dissatisfactions gives us an excellent insight on how students view their learning environment. From this, we should

be able to improve our programs toward a higher "satisfaction" level for both student and teacher alike. To do this, we must recognize that change can be a good thing and not all the "old methods" are appropriate to today's pedagogy. By the same token, let us not discard that which is tried and true. Most of us work in the area of bridging the gap in the student transition from high school to college. While constantly being told that our students today are brighter and more sophisticated than those of the past, we find them deficient in basic elements of mathematics, use of the English language, and a general knowledge of things mechanical. Let me here enter a plea to demand that our secondary school educators provide our high school graduates with the necessary skills to give them a reasonable chance of success in the more demanding areas of science and engineering.

As a Division, we know who we are and how we got here. Do we know where we are going and do we know who should be aboard? It is apparent that our current membership is highly diversified in their educational endeavors. There is reason to believe that other ASEE members working in similar areas have neglected affiliation with our division because of the strong engineering graphics connotation. Perhaps, as many suggest, it is time to consider another change.

If we are primarily concerned with lower level undergraduate engineering, our division name should reflect this broad area of interest. Certainly, the introduction of basic engineering concepts and techniques is a critical part of the engineering education process.

It is critical not only as a foundation for future work, but also in the sense that the manner in which it is handled has a profound influence on the attitude of our students.

Desirably, a change of division title to reflect the expanded areas of member interest should not alienate current members. Such utopia can only be a dream. Perhaps we could evolve a title which would be generally acceptable, yet all inclusive. Several suggested titles are worthy of consideration. These are:

Division of General Engineering (DGE)

Division of Engineering Fundamentals (DEF)

Division of Basic Engineering (DBE)

Fundamental Elements of Engineering Division (FEED)

The overall theme of the above titles suggests basic or fundamental course material while eliminating reference to one or two specific areas. This is where we are and this is where we are going. It may be time for our Division officers to appoint a committee to recommend to the membership a name change for the Division of Engineering Design Graphics.